

# About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-



choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2009 Beginning of Grade 8 NECAP Tests

**Grade 8 Students in 2009-2010**

## School Results

**School:** Cape Elizabeth Middle School

**District:** Cape Elizabeth School Dept

**Code:** 1029-1206



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

### Grade Level Summary Report

**School:** Cape Elizabeth Middle School  
**District:** Cape Elizabeth School Dept  
**State:** Maine  
**Code:** 1029-1206

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>133</b>			<b>133</b>			<b>14,466</b>			<b>100</b>			<b>100</b>			<b>100</b>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
<b>Students tested</b>	<b>130</b>	<b>130</b>		<b>130</b>	<b>130</b>		<b>14,100</b>	<b>14,115</b>		<b>98</b>	<b>98</b>		<b>98</b>	<b>98</b>		<b>97</b>	<b>98</b>	
<b>Students not tested in NECAP</b>																		
State Approved	3	3		3	3		246	236		2	2		2	2		2	2	
Alternate Assessment	3	3		3	3		204	200		2	2		2	2		1	1	
First Year LEP	0	0		0	0		8	0		0	0		0	0		0	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		34	36		0	0		0	0		0	0	
Other	0	0		0	0		120	115		0	0		0	0		1	1	

### NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	133	3	0	130	48	37	69	53	12	9	1	1	856	130	37	53	9	1	856	14,100	15	54	24	7	846
MATH	133	3	0	130	61	47	46	35	12	9	11	8	850	130	47	35	9	8	850	14,115	16	43	21	19	842
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

### Reading Results

School: Cape Elizabeth Middle School  
 District: Cape Elizabeth School Dept  
 State: Maine  
 Code: 1029-1206

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

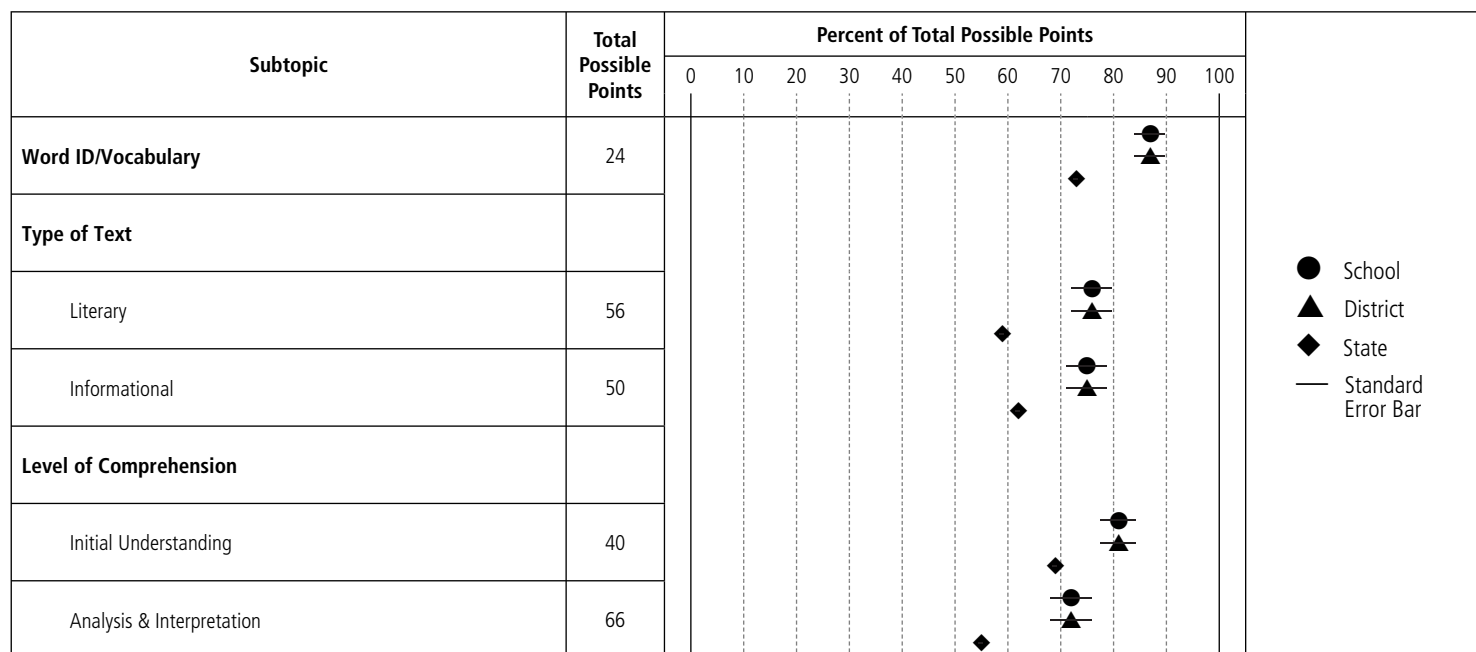
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	133	3	0	130	48	37	69	53	12	9	1	1	856
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	133	3	0	130	48	37	69	53	12	9	1	1	856
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	14,466	246	120	14,100	2,092	15	7,584	54	3,377	24	1,047	7	846





# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

# Disaggregated Reading Results

**School:** Cape Elizabeth Middle School  
**District:** Cape Elizabeth School Dept  
**State:** Maine  
**Code:** 1029-1206

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	133	3	0	130	48	37	69	53	12	9	1	1	856	130	37	53	9	1	856	14,100	15	54	24	7	846
Gender																									
Male	71	3	0	68	23	34	33	49	11	16	1	1	853	68	34	49	16	1	853	7,116	10	52	29	10	844
Female	62	0	0	62	25	40	36	58	1	2	0	0	858	62	40	58	2	0	858	6,984	20	56	19	5	848
Not Reported	0	0	0	0									0							0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0									0							115	10	40	43	8	842
Asian	5	0	0	5									5							256	23	53	17	6	848
Black or African American	5	0	0	5									5							416	8	41	30	21	840
Hispanic or Latino	1	0	0	1									1							146	12	45	27	16	843
Native Hawaiian or Pacific Islander	0	0	0	0									0							0					
White (non-Hispanic)	122	3	0	119	45	38	62	52	12	10	0	0	856	119	38	52	10	0	856	13,167	15	54	24	7	846
No Primary Race/Ethnicity Reported	0	0	0	0									0							0					
LEP Status																									
Current LEP student	0	0	0	0									0							294	3	34	34	29	836
Former LEP student - monitoring year 1	0	0	0	0									0							11	9	91	0	0	851
Former LEP student - monitoring year 2	0	0	0	0									0							17	35	65	0	0	854
All Other Students	133	3	0	130	48	37	69	53	12	9	1	1	856	130	37	53	9	1	856	13,778	15	54	24	7	846
IEP																									
Students with an IEP	16	3	0	13	0	0	5	38	7	54	1	8	840	13	0	38	54	8	840	2,116	1	22	44	33	833
All Other Students	117	0	0	117	48	41	64	55	5	4	0	0	857	117	41	55	4	0	857	11,984	17	59	20	3	848
SES																									
Economically Disadvantaged Students	7	0	0	7									7							5,576	7	49	32	12	842
All Other Students	126	3	0	123	47	38	63	51	12	10	1	1	856	123	38	51	10	1	856	8,524	20	57	19	4	849
Migrant																									
Migrant Students	0	0	0	0									0							4					
All Other Students	133	3	0	130	48	37	69	53	12	9	1	1	856	130	37	53	9	1	856	14,096	15	54	24	7	846
Title I																									
Students Receiving Title I Services	0	0	0	0									0							971	6	44	40	9	841
All Other Students	133	3	0	130	48	37	69	53	12	9	1	1	856	130	37	53	9	1	856	13,129	15	54	23	7	846
504 Plan																									
Students with a 504 Plan	2	0	0	2									2							328	9	59	27	5	845
All Other Students	131	3	0	128	48	38	67	52	12	9	1	1	856	128	38	52	9	1	856	13,772	15	54	24	7	846

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

# Mathematics Results

School: Cape Elizabeth Middle School  
 District: Cape Elizabeth School Dept  
 State: Maine  
 Code: 1029-1206

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

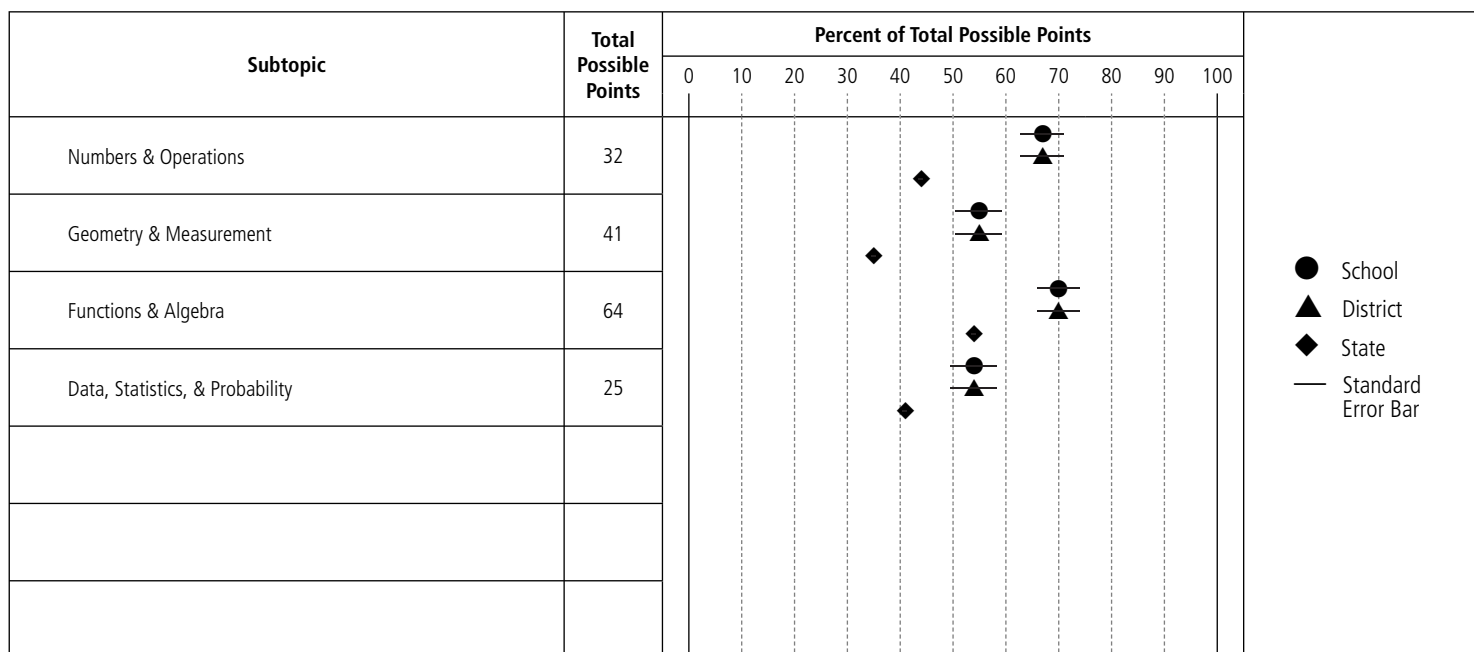
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	133	3	0	130	61	47	46	35	12	9	11	8	850
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	133	3	0	130	61	47	46	35	12	9	11	8	850
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842





# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

# Disaggregated Mathematics Results

**School:** Cape Elizabeth Middle School  
**District:** Cape Elizabeth School Dept  
**State:** Maine  
**Code:** 1029-1206

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	133	3	0	130	61	47	46	35	12	9	11	8	850	130	47	35	9	8	850	14,115	16	43	21	19	842
Gender																									
Male	71	3	0	68	33	49	23	34	6	9	6	9	851	68	49	34	9	9	851	7,132	17	42	20	20	842
Female	62	0	0	62	28	45	23	37	6	10	5	8	850	62	45	37	10	8	850	6,983	15	44	23	18	842
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	0	0	0	0										0						114	9	37	23	32	838
Asian	5	0	0	5										5						261	25	44	18	14	844
Black or African American	5	0	0	5										5						426	5	29	26	40	835
Hispanic or Latino	1	0	0	1										1						148	11	36	23	29	839
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	122	3	0	119	58	49	44	37	8	7	9	8	851	119	49	37	7	8	851	13,166	16	44	21	18	842
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										0						313	3	20	27	50	832
Former LEP student - monitoring year 1	0	0	0	0										0						11	18	82	0	0	847
Former LEP student - monitoring year 2	0	0	0	0										0						17	35	47	18	0	848
All Other Students	133	3	0	130	61	47	46	35	12	9	11	8	850	130	47	35	9	8	850	13,774	16	44	21	18	842
IEP																									
Students with an IEP	16	3	0	13	0	0	3	23	3	23	7	54	834	13	0	23	23	54	834	2,116	2	15	23	60	831
All Other Students	117	0	0	117	61	52	43	37	9	8	4	3	852	117	52	37	8	3	852	11,999	19	48	21	12	844
SES																									
Economically Disadvantaged Students	7	0	0	7										7						5,584	7	38	27	29	838
All Other Students	126	3	0	123	60	49	40	33	12	10	11	9	850	123	49	33	10	9	850	8,531	22	47	18	13	844
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	133	3	0	130	61	47	46	35	12	9	11	8	850	130	47	35	9	8	850	14,111	16	43	21	19	842
Title I																									
Students Receiving Title I Services	0	0	0	0										0						976	6	30	32	32	837
All Other Students	133	3	0	130	61	47	46	35	12	9	11	8	850	130	47	35	9	8	850	13,139	17	44	21	18	842
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						328	12	43	22	23	841
All Other Students	131	3	0	128	60	47	45	35	12	9	11	9	850	128	47	35	9	9	850	13,787	16	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.